



ATTENDANCE (PUPILS) POLICY

Adopted:	November 2018
Frequency of review:	1 year
To be reviewed by:	SILG
Date of next review:	September 2026

REVIEW RECORD

Date of review	Reason for review	Date of next review
November 2021	Part of review cycle	November 2024
November 2024	Review cycle	November 2025
September 2025	Review cycle	

Rationale

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At YCAT we believe regular attendance in school is crucial to a child's progress. Therefore, YCAT will employ a range of strategies within our schools to encourage good attendance and punctuality and, liaising with parent/carers, will investigate all absenteeism. Staff will respond to all absenteeism firmly and consistently. Parent/carers are strongly encouraged to make medical and dental appointments for their child after school hours.

Registration

Registers open at 8.50am and close at 9.20am and will be marked in black in accordance with the list of symbols shown in the register.

If a pupil fails to arrive before the registers are closed, they will be marked as "absent". Lateness is recorded by "L" from 8.51am to 9.20am and "U" from 9.21am onwards. Pupils who arrive after the registers have been closed will have their arrival logged by the school administrator. (*The school administrator will amend the register entry from "O" to read "absent/late"*). If a pupil is persistently late, the headteacher will contact the parent/carers.

In the afternoon the register is called at 1.00pm and closes at 1.05pm.

Parent/carers are reminded that, if a child arrives in school after the registers have closed and an acceptable explanation is not given, the pupil must be recorded as "unauthorised absence" for that session.

The headteacher will inspect the registers at the end of each half-term to ensure that the correct procedures are being followed.

Authorised and Unauthorised Absence

It is vital that all staff adhere to the same strict criteria when deciding whether or not to authorise an absence. Absence is to be recorded according to 'School Attendance Policy and Practice on Categorisation of Absence' (DFE 1994).

Holidays

Parent/carers are strongly urged to avoid taking family holidays during term-time. Indeed, parent/carers do not have the right to take their child out of school for such a holiday.

Amendments to the Department for Education's 2006 regulations **remove** references to family holiday and extended leave, as well as the statutory threshold of ten school days. The amendments make clear that headteachers **may not** grant any leave of absence during term-time unless there are exceptional circumstances.

Applications for leave of pupil absence during term-time by parent/carers will be considered by the headteacher and the Governing Body following the NYCC "Application for Pupil Leave of Absence in Exceptional Circumstances during Term-Time" Policy and Procedures (refer to guidance).

If appropriate, homework missed during the holiday will be given on their return. On request, the learning objectives for English and maths will be shared.

Procedures for Following Up Absence

If a child is absent and there has been no notification by the parent/carer with an explanation for the absenteeism, then the following actions will be taken:

1. Parent/carers will be sent a text to inform the school of the reason for absence.
2. If no communication has been received by the parent/carer, then phone calls will be made in priority order according to the request of the parent/carer.
3. If no contact has been made, then the school will contact further services which may include social services or the police to help inform us of the safe whereabouts of the child.

If an unsuitable reason for the absenteeism has been provided, then the absence will be recorded as 'unauthorised'.

- If a pupil is persistently absent or late, the headteacher will write to the parent/carers and invite them to attend a meeting in school.
- If a pupil is persistently absent or late, and the school's effort to effect an improvement have been unsuccessful, the situation will be referred to the Attendance Officer at North Yorkshire County Council.

All telephone messages or emails regarding lateness/absenteeism will be recorded on ScholarPack. Any notes from parent/carers will be kept with registers and dated. They will be stored at the end of the year in a brown envelope and kept on file.

Strategies for Promoting Attendance

Xxxxxxx Primary School will work to provide an environment where:

- Children feel valued and welcome
- Pupils feel their presence in school is important and necessary
- Where they will be missed when they are absent/late
- Where follow up action regarding unauthorised absence will be taken

Attendance data will be regularly collected and analysed in order to identify patterns of absence and to help support and inform policy/practice.

APPENDIX – PART-TIME PROTOCOL

Protocol Aims

This protocol has been written to set out the legal framework in relation to Part-Time Timetables (PTT). It relates to the following legislation and statutory guidance:

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance)

[Support for pupils where a mental health issue is affecting attendance: effective practice examples \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/support-for-pupils-where-a-mental-health-issue-is-affecting-attendance-effective-practice-examples)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

[Working together to safeguard children 2023: statutory guidance](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2023-statutory-guidance)

[Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26)

[Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/stat-guidance-template)

[Additional health needs guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/additional-health-needs-guidance)

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/promoting-the-education-of-looked-after-children-and-previously-looked-after-children)

[Guidance on the corporate parenting principles, the local offer and extending Personal Adviser \(PA\) support to all care leavers to age 25 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/guidance-on-the-corporate-parenting-principles-the-local-offer-and-extending-personal-adviser-pa-support-to-all-care-leavers-to-age-25)

Review Date

This policy will be reviewed when there is a significant update from the DfE, or in Summer Term 2027, whichever is the sooner.

Purpose of the Protocol

- Outlines the legal framework and exceptional circumstances where PTTs may be appropriate.
- Ensures schools meet safeguarding responsibilities and statutory education duties.
- Provides procedures for correct attendance/absence recording.
- All schools must follow this guidance for compliance and child safeguarding.

What is a Part-Time Timetable?

- Less than the standard full-time education hours for a pupil's Key Stage.
- **Full-time education hours** (by Key Stage):
 - **Reception & KS1:** 21 hours

- **KS2:** 23.5 hours
- **PTTs** are only permitted in ***exceptional circumstances***.
Missing school for just a few days a year can damage a pupil's chance of gaining good qualifications according to the DfE. Overall absence has a negative link to attainment which can have a damaging effect on their life chances. [Just one day off can hamper children's life chances - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances)

Flexi-Schooling vs PTT

A part-time timetable should not be confused with flexi-schooling. Flexi-schooling is an arrangement where, following a formal request from a parent/carers and with the approval of the headteacher, a pupil spends some part of the week attending school and the rest of it being educated at home. In the case of flexi-schooling, the parent/carers takes responsibility for the pupil's education and care while the pupil is not in school. Flexi-schooling is full time, although the provision may be split. Arrangements for flexi-schooling can only be made at the request of a parent or carer with parental responsibility. This is not an arrangement that can be initiated by the school.

In the case of a part-time timetable, the school remains responsible for the educational provision. Part-time timetables are school-led, with the support of the parent/carers, whereas flexi-schooling is parent-led.

Use of Part Time Timetables

- Not to be used as a solution to behavioural problems and/or as a sanction.
- Only to be used in ***exceptional***, pupil-focused situations to support reintegrating on a full-time basis.
- Requires that all other support/interventions (referenced in [Ladder of Intervention final.pdf \(northyorks.gov.uk\)](https://www.northyorks.gov.uk/media/1000000/ladder-of-intervention-final.pdf) have been attempted to enable a pupil to attend on a full-time basis.

Schools have a statutory duty to provide full time education for all pupils and therefore could be legally challenged if a pupil is placed on a Part-Time Timetable. This has been tested by the Local Government Ombudsman.

Interventions to deliver prior to a part-time timetable:

- Identifying a person in school to be the pupils Champion and ensure that the Champion is undertaking regular oversight of the child and any progress being made.
- Assess the learning environment, contextual factors and nature of educational practice before turning to explore factors within the pupil.
- Explore environmental factors including undertaking an audit of the impact of the school environment on the pupil and through consultation with parent/carers and pupil.

- Undertake observations or functional analysis of behaviour using the emotional crisis scale.
- Explore the pupils wishes and feelings using Signs of Safety methodology.
- Ensure alterations to the curriculum are in place.
- Ensure positive feedback and praise is used as a vehicle to improve self-perception.
- Where a pupil is open to Children & Families Service Early Help, Child in Need, Child Protection, Child in Care the part-time timetable and trajectory should form part of the child's existing plan.
- Initial screening and assessment should be undertaken by the SENCO or a nominated person within the school. Support can be accessed through the SENCO networks. Undertaking Screening for underlying Special Needs. Where unmet needs become evident, but there are no identified SEND needs the school should discuss with the parent completing an Early Help assessment to develop a plan to support the needs of the child engaging with other services as appropriate seeking support from an Early Help Consultant if necessary – single agency or through instigating a Team around the child or family.
- Where SEN is identified complete an SEN Support plan. Engage parents in the initial plan. NB where this already a plan in place need to ensure the SEN Support Plan is recognised within this.
- Refer to the SEND Hubs where there are two cycles of assess, plan, do, review. Consider seeking consultation from an Educational Psychologist.
- Consider referrals to North Yorkshire Council (e.g Children & Families, Inclusion, Healthy Child, Compass) for additional support

Criteria to complete prior to introducing a Part-Time Timetable:

- There has been an Early Help Assessment (EHA) to establish whether there are wider needs and to identify the support needed from North Yorkshire Council and external agencies, and it is agreed by all parties, including the pupil, parent/carers, that a temporary part-time timetable is appropriate for the pupil concerned and this is recorded.
- A parent/carers must consent (and not be 'coerced') to a part-time timetable by signing an agreement form. The agreement form must make explicit that they are consenting to the arrangements; that they are taking responsibility for the pupil when he/she is not in school; and that they are guaranteeing that the pupil will be supervised off site.

- A risk assessment has been carried out addressing any actual or potential safeguarding, welfare, offending or harmful behaviour concerns that may result from a change in the pattern of school provision.
- The impact on the pupils learning has been taken into account when considering the use of a part-time timetable and where a pupil already has existing gaps in learning there is a clear plan in place to reduce these gaps

Criteria when using a Part-Time Timetable:

- A part-time timetable must not be treated as a long-term plan and must be time limited with an end-date by when it is expected that the pupil will return to full-time education. There must be clear timescales within the plan as to how long the part-time timetable will be in place and clear actions as how the child will be supported to return to full-time education. **The pupil's hours should be increasing each week until they are full-time. The maximum length of a part-time timetable is usually half a term/6 weeks.**
- There is a written agreement with parents/carers about who is carrying out the duty of safeguarding for each session when the pupil is not on school site. Consideration should be given to:
 - An assessment of the safety and wellbeing of the pupil
 - Any Child in Need/Child Protection concerns
 - The risk of the pupil engaging in criminal activity (Youth Justice Service should be consulted in the case of known offenders)
 - The risk of substance misuse, child sexual exploitation or other such issue, while not in receipt of education during the school day
 - Where a pupil moves school and has at any point been on a part-time timetable all information relating to this should be sent to the receiving school.
- The timetable should be developed collaboratively with the pupil and the family and where the pupil is open to other services it is best practice to discuss the timetable with the agencies involved. The timetable must outline how the pupils safety will be assured when they are not on the school site.
- The timetable must enable pupils access to the different elements of the school day including opportunities for socialisation. It must enable the pupil to feel apart of the school community and maintain or build relationships with peers and staff.
- The timetable must state how work will be provided to the pupil whilst they are not on the school/college site & how progress will be monitored and reported. If a pupil has existing gaps in learning the reduction of these gaps will be monitored.

- The written plan should be reviewed and agreed by a member of the senior staff (there should be written signed evidence that this stage has been completed). The designated member of staff and/or senior leader where appropriate should coordinate the review in consultation with parents, pupils and other agencies.
- The senior leader should be responsible for internally reviewing the programme of support offered regularly, checking progress against incremental increases in attendance and recording outcomes and amendments.
- Part-time timetable arrangements must be regularly reviewed, in light of any changes to the pupil's circumstances and the initial review date to take place within the 2 weeks of the start date of the reduced timetable. If it becomes apparent during the period, the arrangements are in place that progress is not being made a review meeting should be convened to determine what further support needs to be provided or action taken, and the EHA updated to reflect the outcome.
- A part-time timetable should provide a means of achieving reintegration to full-time education swiftly. It should never be used as a form of inadvertently excluding a pupil from school for part of the school day or as permanent provision.
- To support reintegration schools, need to identify a different offer for the pupil as if it is the same offer as before the part-time timetable was implemented it is unlikely the pupil will be able to attend with no change.
- The objectives of any part-time timetable should be clearly recorded in writing and understood by the pupil and family.
- A part-time timetable should only be implemented for Children in Care in very limited circumstances and only with the consent of both the child's social worker and the Virtual School. These arrangements must be formally agreed by all stakeholders and recorded within the pupil's Personal Education Plan.
- Children subject to a Child Protection or Child in Need Plan, known to MACE, open to Youth Justice or open to Early Help are very vulnerable and may be at greater risk if placed on a part-time timetable. Therefore, a part-time timetable should only be implemented in the most exceptional circumstances; only where it has been agreed following a multi-agency meeting; and only with the agreement of the child's social work practitioner. Where it is not possible to arrange a multi-agency meeting the agencies involved should be consulted prior to the commencement of the reduced timetable. The purpose of this meeting and or consultation should be to focus on the child's safety and well-being, and which professional will have oversight of the child's welfare, during the period that a reduced timetable is in place.
- It is unlawful for schools to discriminate against pupils on the basis of their special educational needs and/or disability.

- A part-time timetable should only be used for a pupil with an Education Health Care Plan in very limited circumstances and when agreed with relevant professionals including the pupils EHC Officer.
- A pupil should not be put on a part-time/reduced timetable because of their special educational need as this may constitute discrimination. Special educational needs in some circumstances may also be a disability and therefore constitute a protected characteristic under the Equality Act 2010.
- Schools must ensure that the provision specified in the EHC plan is delivered in order to meet the child's needs and secure their statutory entitlement.
- It is worth noting that a pupil on a part-time timetable could be a 'persistent absentee' in law should the number of sessions the pupil is not expected to attend constitute more than 10% of all available sessions.

Unlawful Exclusions

- A PTT without:
 - Clear objectives
 - End date
 - Review process
 - Parental consent...may be deemed an **unlawful exclusion** by Ofsted.

Recording in the Register

If a part-time timetable is considered appropriate, then the school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence using the 'C' code. This must not be masked by using any other code. If the pupil does not attend the agreed sessions this is most likely to be 'unauthorised absence'. Where bespoke interventions do not have the desired impact of improved attendance or parents/carers do not engage schools should consider formalising attendance procedures in line with DfE 'Working together to improve school attendance'.

Notifying the Local Authority

All schools must notify the Local Authority of any part-time education arrangements. This includes schools maintained by the Local Authorities, Academies, Free Schools and Independent Schools. The local authority has a statutory responsibility to identify and track any pupil missing education. Any pupil on a part-time timetable is deemed to be at risk of missing education and therefore needs to be identified and tracked.

When a part-time timetable has been agreed for an individual pupil, the school should inform the local authority by completing the **online notification form**:

[Instructions - Part-Time Timetable Reporting \(v2\)](#)

All schools are required to complete the electronic part-time timetable form for each pupil who meets the part-time criteria via an electronic notification form through Synergy Web. Synergy Web is the platform used to host the School Access Module (SAM) to which all schools already have access. There should be no requirement for access to any additional systems or training.

When the details of the part-time timetable change there will be a requirement to submit a new form (if hours increase or reduce or if the child is no longer on a part time timetable as they have returned to school full time prior to the end date recorded).

Frequently Asked Questions

Can part-time timetables be used for children who are anxious about attending school?

Where there is a health specialist working with a child who believes the health need is a barrier to attending full-time a part-time timetable may be considered as part of a re-integration package. This should be co-produced with the health specialist and regularly reviewed. However, schools should keep in mind the nature of the challenge, and whether it can instead be managed by implementing reasonable adjustments to support attendance.

Where there is no health specialist working with a child a part-time timetable may still be used to support reintegration to full-time. However, this should be a last resort after other bespoke interventions have been used. If the timetable does not have the desired impact of improving school attendance it should be brought to an end and school must consider formalising attendance procedures in line with DfE *'Working together to improve school attendance.'*

Any part-time timetable should seek to maximise face-to-face school time as much as possible. Schools should consider providing remote education to help pupils stay on track with the education they would normally receive. Any remote education should only be considered if the pupil is well enough and able to learn and should be given in line with the guidance [Providing remote education: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/providing-remote-education-guidance-for-schools)

Any part-time timetable arrangements should be designed with the specific barrier to attendance in mind, have a time limit by which point the pupil is expected to attend full-time and have formal arrangements in place for regularly reviewing the timetable with the pupil and their parents/carers.

If a school arranges for a pupil to receive part-time education via an Alternative Provider (AP) who has the responsibility to ensure the pupil receives a full-time education?

Where a school arranges for a pupil to receive education via an alternative provider, the school retains the responsibility for ensuring that a pupil receives their full-time entitlement to education. Therefore, if the alternative provision does not provide a full-time education (equivalent to the number of hours offered to all other pupils on roll) then the school must follow the guidance in relation to Part Time timetables.